

HIGH HILLS ELEMENTARY

4971 Frierson Rd.
Shaw AFB, SC 29252

GRADES 4-5 Elementary School

ENROLLMENT 570 Students

PRINCIPAL Wanda Andrews 803-499-3327

SUPERINTENDENT J. Frank Baker 803-469-6900

BOARD CHAIR James Giffin 803-481-2147

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	59	24	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

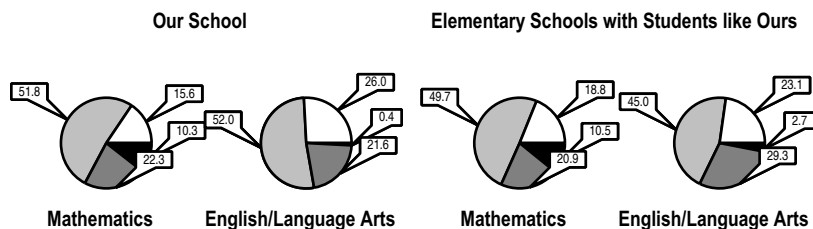
FOR MORE INFORMATION, VISIT WEBSITES AT:




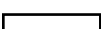
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	38	194	202
Percent satisfied with learning environment	97.3%	84.8%	86.5%
Percent satisfied with social and physical environment	97.4%	84.9%	73.3%
Percent satisfied with home-school relations	91.9%	90.2%	85.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	573	99.7	26.0	52.0	21.6	0.4	22.0	17.6
Gender								
Male	310	99.7	29.2	52.7	18.1	N/A	18.1	17.6
Female	263	99.6	22.4	51.2	25.6	0.8	26.4	17.6
Racial/Ethnic Group								
White	238	99.6	13.7	53.4	32.4	0.5	32.9	17.6
African-American	311	99.7	36.1	51.2	12.6	N/A	12.6	17.6
Asian/Pacific Islander	10	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	10	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	506	99.6	23.3	52.9	23.3	0.4	23.8	17.6
Disabled	67	100.0	48.2	44.6	7.1	N/A	7.1	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	573	99.7	26.0	52.0	21.6	0.4	22.0	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	572	99.7	26.0	52.0	21.6	0.4	22.0	17.6
Socio-Economic Status								
Subsidized meals	352	99.4	34.8	53.7	11.2	0.3	11.5	17.6
Full-pay meals	221	100.0	12.9	49.5	37.1	0.5	37.6	17.6

Mathematics								
All students	573	100.0	15.6	51.8	22.3	10.3	32.6	15.5
Gender								
Male	310	100.0	14.4	53.2	20.1	12.2	32.4	15.5
Female	263	100.0	17.0	50.2	24.7	8.1	32.8	15.5
Racial/Ethnic Group								
White	238	100.0	10.0	42.5	30.3	17.2	47.5	15.5
African-American	311	100.0	20.0	59.6	15.4	4.9	20.4	15.5
Asian/Pacific Islander	10	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	10	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	506	100.0	15.0	50.2	23.9	10.9	34.8	15.5
Disabled	67	100.0	21.1	64.9	8.8	5.3	14.0	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	573	100.0	15.6	51.8	22.3	10.3	32.6	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	572	100.0	15.6	51.8	22.3	10.3	32.6	15.5
Socio-Economic Status								
Subsidized meals	352	100.0	19.4	58.0	16.9	5.7	22.6	15.5
Full-pay meals	221	100.0	10.0	42.7	30.3	17.1	47.4	15.5

Abbreviations for Missing Data

N/A Not Applicable **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	280	N/A	15.7	58.2	25.4	0.7	26.1
	Grade 5	256	N/A	16.9	60.2	22.8	N/A	22.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	280	99.3	19.4	45.7	34.4	0.4	34.8
	Grade 5	293	100.0	31.9	57.6	10.1	0.4	10.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	280	N/A	19.6	45.7	23.9	10.7	34.6
	Grade 5	256	N/A	22.0	50.4	21.3	6.3	27.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	280	100.0	7.2	50.6	27.3	14.9	42.2
	Grade 5	293	100.0	23.2	52.9	17.8	6.2	23.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 570)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	2.6%	2.4%
Attendance rate	96.4%	No change	95.9%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	19.8%	Up from 16.6%	16.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.7%	Down from 10.3%	9.0%	8.0%
Older than usual for grade	5.3%	Down from 6.6%	1.0%	1.1%
Suspended or expelled	0.0%	Down from 0.5%	0.0%	0.0%

Teachers (n= 37)				
Teachers with advanced degrees	37.8%	Down from 39.5%	49.6%	50.0%
Continuing contract teachers	64.9%	Down from 86.8%	87.9%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	84.7%	Down from 86.3%	88.0%	86.2%
Teacher attendance rate	95.2%	Down from 95.8%	95.2%	95.3%
Average teacher salary	\$34,305	Down 1.6%	\$39,830	\$39,909
Prof. development days/teacher	22.5 days	N/R	11.0 days	11.4 days

School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio	20.5 to 1	Down from 22.2 to 1	19.2 to 1	18.9 to 1
Prime instructional time	90.7%	Down from 91.6%	89.8%	89.7%
Dollars spent per pupil*	\$4,797	Down 7.5%	\$5,825	\$5,892
Percent spent on teacher salaries*	62.7%	Down from 63.6%	65.5%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	95.6%	Up from 80.6%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

High Hills Elementary is a Title I school and serves students in grades four and five. We have a highly transient student population; however, our school and district personnel, parents, community members and students work together effectively to create a positive and inviting learning environment and "A SCHOOL THAT WORKS."

Our teachers continue to use unit plans, which address state standards and provide students with critical thinking skills and problem-solving activities. This year, the teachers have worked hard to increase the amount of time our students actually spend reading at school and at home. We also utilized educational research and focused on programs that increased student achievement. We established the "Panther Academy" (extended day program) which we used along with Child Study teams, computer lab, Accelerated Reader, after school C.A.R.E.S. program for working parents, academic plans and parent volunteers to better meet the needs of individual students. We continued to use the school-wide homework policy for our students this year, which clearly delineates the responsibilities for parents, students, and teachers.

Although our school goal of every child scoring proficient or advanced on the PACT has not yet been attained, we have made gains each year in Language Arts and Math. We will continue to utilize research, involve our parents and community members, focus on appropriate academic planning and instruction to improve the achievement of each child attending High Hills Elementary, "A SCHOOL THAT WORKS."

Wanda Andrews, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.